DOCUMENT RESUME

ED 129 180 HE 008 268

TITLE	ATP National Report on College-Bound Seniors, 1975-76.
INSTITUTION	College Entrance Examination Board, New York, N.Y.
PUB DATE	75
NOTE	22p.
AVAILABLE FROM	The College Entrance Examination Board Regional Office, 17 Executive Park Drive, N.E., Suite 200, Atlanta, Georgia 30329
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Academic Aspiration; Achievement Tests; Aptitude Tests; Cocurricular Activities; *College Bound Students; College Majors; Educational Needs; *Educational Testing; Equivalency Tests; Family Income; Females; *Higher Education; Males; *National Norms; Reading Ability; Self Concept; Socioeconomic Status; *Statistical Data; Surveys; Testing Programs; Vocabulary Skills

ABSTRACT

Presented are the records of 1976 seniors in the United States and who registered for the College Boards before April of their senior year. Statistical data presented includes information on: (1) type of high school; (2) ethnic background; (3) high school record; (4) test scores; (5) college plans; (6) activities; (7) skills and abilities; and (8) finances. Highlights of the data include: (1) the number of women taking the SAT exceeded that of men for the second consecutive year; (2) SAT-verbal average dropped 3 points to 431 and the mathematical average remained the same as the previous year at 472; (3) the median parental contribution toward college expenses was estimated at $1,170. Topics discussed include: (1) minority and majority; (2) poor and rich; (3) academic accomplishments in high school; (4) scholastic aptitude test (SAT) scores; (5) reading comprehension and vocabulary subscores; (6) test of standard written English scores; (7) achievement test scores; (8) students' self-assessment of skills and abilities; (9) extracurricular activities; (10) plans for advanced standing and advanced degrees; (11) college housing preferences; (12) intended fields of study in college; (13) help wanted outside of regular classes; and (14) accomplishment and ambition. (Author/KE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

CEEB

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: HE CG

In our judgment, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view. TM

ED129180

National Report

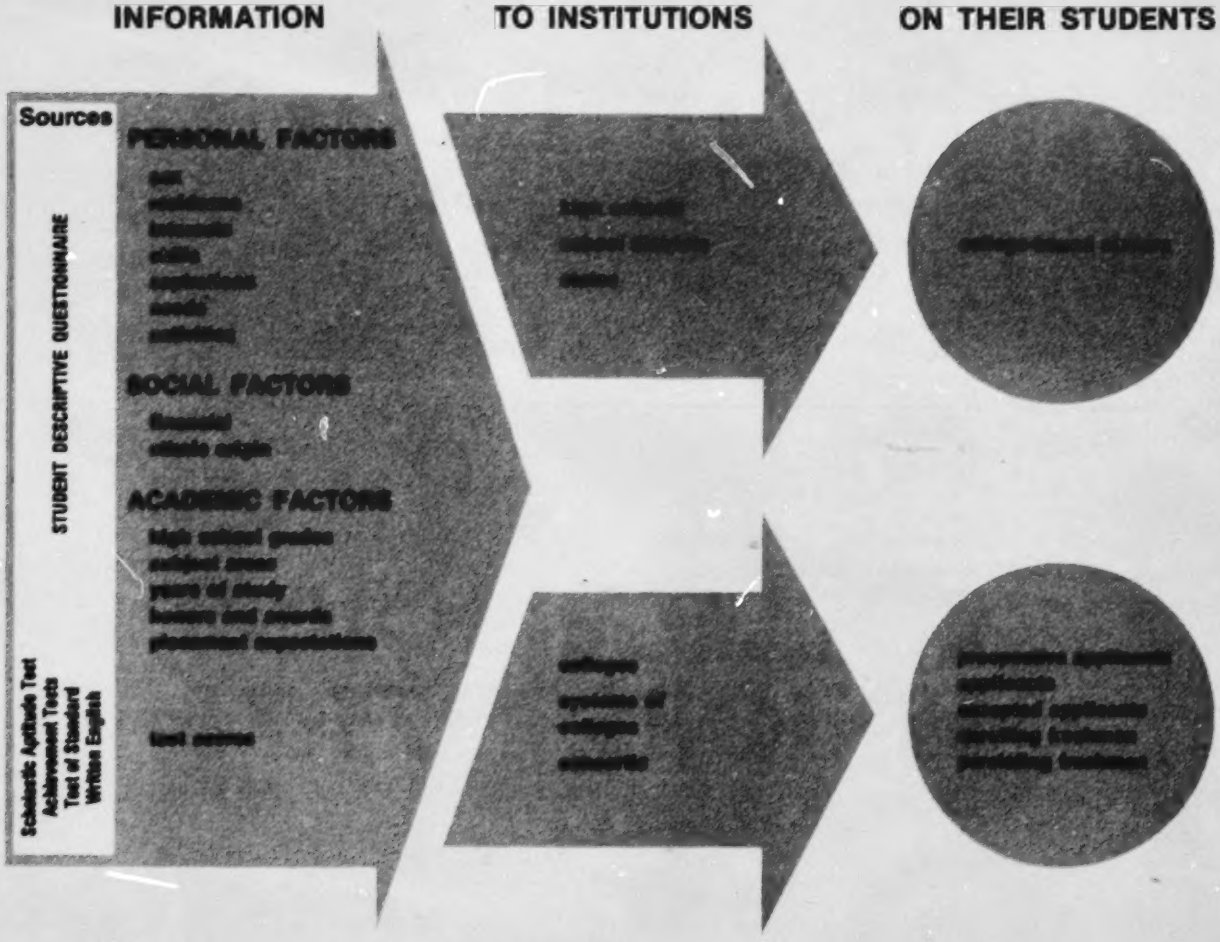
atp

COLLEGE-BOUND SENIORS, 1975-76

HE008269

ADMISSIONS TESTING PROGRAM OF THE COLLEGE ENTRANCE EXAMINATION BOARD

The Admissions Testing Program provides in Summary Reports



The Admissions Testing Program (ATP) is a service of the College Entrance Examination Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,000 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the Board's programs and participate in the determination of its policies and activities.

This booklet was produced for the College Entrance Examination Board by Educational Testing Service.

The College Entrance Examination Board and Educational Testing Service are Equal Opportunity Employers.

Copyright © 1975, 1976 by College Entrance Examination Board. All rights reserved.

National Report on College-Bound Seniors, 1975-76

HIGHLIGHTS

- Fifteen percent of the students who took the SAT—14 percent of the men and 16 percent of the women—belong to an ethnic minority.
- The number of women taking the SAT exceeded that of men for the second consecutive year.
- 1976 seniors earned more scores at or above 600 for both the verbal and mathematical sections of the SAT. The SAT-verbal average dropped 3 points from 434 in 1975 to 431 and the mathematical average remained the same as the previous year at 472.
- Men had higher SAT scores, both verbal and mathematical, but women continued to excel on the Test of Standard Written English.
- Most Achievement Test averages were about the same as those of the 1975 seniors except that the English Composition Test score average rose 17 points and the Mathematics Level II score average rose 5 points.
- Less than one-third estimated their parents' income below $12,000. More than one-third estimated their parents' income above $20,000.
- The median parental contribution toward college expenses was estimated at $1,170.

  About three-quarters of all families can't contribute fully to the costs of education at public four-year institutions with average annual expense budgets of $2,800.
- Three-fourths of the students were in the highest two-fifths of their high school class.
- Their latest grade average in 6 academic subject areas was 3.12 or B. Women had higher grade averages than men except in mathematics and physical sciences.
- Sixty percent plan to apply for placement in advanced courses, course credit, or exemption from required courses in college.
- Forty-six percent of the men and 36 percent of the women reported postbaccalaureate degree plans; the percentage of women aspiring to a professional degree increased more rapidly than that of men for the third consecutive year.
- Nearly a quarter of the women intend to major in health-related areas and 13 percent in education; of the men, 16 percent intend to major in engineering and 14 percent in business or commerce.
- More than half prefer a college dormitory and about one quarter prefer to live at home while attending college; more men prefer a coeducational dormitory, and more women prefer a single sex dormitory.

THE 1976 ATP NATIONAL REPORT

As this report is released, about half of the 3 million high school seniors of 1976 are in transition to about 3,000 colleges. About one million of these students participated in the College Board's Admissions Testing Program (ATP). There they met the Scholastic Aptitude Test (SAT), the Test of Standard Written English, the Student Descriptive Questionnaire (SDQ), and many of them, the ATP Achievement Tests. As they registered for and took the examinations, they created a wide range of information about themselves and asked the College Board to report it to their high schools, to colleges and universities, and to scholarship sponsors.

Records kept by the College Board on this process permit the information filed for individual students to be reported also for the high schools where those students were college-bound seniors and for the colleges and scholarship sponsors to which they were prospective applicants. These institutional files are kept on a longitudinal basis for each high school class.

Students participate in the ATP as sophomores, juniors, or seniors, some more than once during those years. The most recent of all information created by their participation is stored for summary analysis toward the end of their high school careers. Beginning in the summer following their graduation from high school, the College Board produces a series of ATP Summary Reports.

Through the ATP Summary Reports, the College Board contributes information needed for the rational and responsible management of the process of college entrance and completion. Such management requires schools and colleges to understand how various personal, social, and academic factors are involved as college-bound seniors become affiliated with individual colleges or systems of colleges. Each institution and system sees reflected in its own ATP Summary Report, however, only a fraction of several larger populations of college-bound students. Reports are, therefore, also prepared at the national, regional, and state levels for comparison with institutional data. These reports may be obtained from the College Board offices listed on the back cover of this report. ATP Summary Reports prepared for schools and colleges and groups of schools and colleges are released by the College Board only to the institutions for whom they are prepared.

The national ATP Summary Report, presented here, is the most comprehensive of all the reports. It includes the records of all the 1976 seniors in the United States or abroad who registered for the "College Boards" before April of their senior year. The records include a handful of foreign nationals who are seeking higher education in the United States, but their rate of participation is so small that it does not significantly influence the results described here.

ONE MILLION COLLEGE-BOUND SENIORS

The one million students described here, while numerous, are equal in number to only about one-third of all 1976 high school graduates and about two-thirds of all those graduates who go directly to college. These larger groups of students differ from the smaller group of students who take the SAT and respond to the SDQ while they are in high school. As a result, what is reported here about the 1976 seniors who took the SAT cannot be taken as necessarily true of all 1976 high school graduates or all 1976 college freshmen.

WOMEN AND MEN

For the second consecutive year, the number of women registering for the ATP (51 percent) slightly exceeded that of men (49 percent). Since 1974, the number of women registering for the ATP has increased by 12,000. Another factor contributing to this proportional shift is the decline in college going among males over the past two years, a trend widely documented. The diminished rate of college going for males seems the stronger influence, because the number of males registering for the ATP has declined by 21,000 since 1973.

MINORITY AND MAJORITY

The percentage of students who describe themselves in the SDQ as belonging to a minority ethnic group remained constant at about 14 percent from 1972, when the questionnaire was introduced, through 1975. In 1976, the percentage identifying themselves as minority increased to 15 percent (Table 2). Approximately 8.2 percent of those responding—9.5 percent of the women and 6.8 percent of the men—indicated they were black, 2.2 percent described their ethnic background as Oriental, 1.5 percent described themselves as Mexican-American, 0.7 percent as Puerto Rican, and 0.3 percent as American Indian.

POOR AND RICH

About two-thirds of the 1976 college-bound seniors who took the SAT answered the questionnaire item about their estimate of their parents' income. Their responses divide them into roughly three equally numerous groups: those reporting annual parental incomes below $12,000, those reporting incomes between $12,000 and $20,000, and those reporting incomes greater than $20,000.

5

Parents' income (Table 20) is combined with other information that students report about how many brothers and sisters they have and about how many of those will be in college when they enter. From such combinations, estimates of the amount of money that parents can be expected to contribute toward the cost of the 1976 seniors' further education are calculated according to College Scholarship Service standards, and summarized in Table 20. The median parental contribution is $1,170. The estimates of parental contribution are probably lower than what is reported by the College Scholarship Service in need analysis documents because many candidates probably respond to the question about parents' income without considering sources of income other than wages and salaries. These estimates become less accurate at the upper end of the income scale.

The median income reported by the 1976 seniors is $16,400, up from $15,500 of the previous year. This increase of approximately 6 percent from the previous year indicates that the incomes of those faced with paying for college have not kept pace with inflation.

There are striking variations of parents' ability to pay for higher education by ethnic group. Median contributions range from a low of $100 for blacks, $200 for Puerto Ricans, $210 for Mexican-Americans, $570 for American Indians, $860 for Orientals, to $1,380 for whites. Almost three-quarters of all families can't contribute fully to the cost of education at public four-year institutions with an average annual per student cost of $2,800. Only 16 percent will be able to contribute fully to the cost of education at private four-year colleges and universities, which averages $4,600. Many students must, therefore, rely at least in part on self-help. Approximately 43 percent of those responding to the question on assistance (Table 11) said they were planning to ask the college for help in finding part-time work.

ACADEMIC ACCOMPLISHMENTS IN HIGH SCHOOL

Students are asked several questions on the questionnaire about their academic performance in high school—their class rank, latest grade in each of six academic subject areas since the beginning of ninth grade, whether that grade was earned in an "honors, advanced, or accelerated course," how many years they expected to study in each academic area in high school, and how many scholastic honors or awards they received.

The average of the grades reported by 1976 seniors in the 6 areas listed across the top of Table 3, converted to the common 4-point scale and weighted by the number of expected years of study in Table 4, was 3.12. In terms of letter grades, this is a "B" average for both sexes in all subjects. The mean grade point average for males was 3.05 and that for females was higher (3.18). By subject matter area, the averages for both sexes ranged from 2.86 in mathematics to 3.28 for social studies. Although males have a slight advantage in grades in mathematics and physical sciences, females have substantially higher grades in other subjects, particularly foreign language (3.15 versus 2.82 for men) and English (3.35 versus 3.08).

Although men's grades are lower than women's, they have been increasing over the last four years at about twice the rate of women's grades. The greatest increase has been in the physical sciences where the average grade has increased from 2.89 in 1973 to 3.04 in 1976.

It was in mathematics (16 percent) and English (15 percent) that the largest percentages of respondents indicated that their latest grade had been earned in an "honors, advanced, or accelerated course." The number of students participating in honors courses has nearly doubled for all academic areas since 1973. Slightly more than half of the seniors reported receiving one or more scholastic honors or awards (Table 17).

The average number of expected years of high school study for all areas combined was 16. Thus, the 1976 college-bound students expected to have studied four academic subjects during each of the four years of high school. Nine out of every 10 of the 1976 seniors indicated that they expected to have studied English for 4 or more years before graduating. Fewer, but more than half of the men and more than two-fifths of the women, expected to have studied mathematics for the equivalent of four or more years before graduating from high school (Table 4). Men generally take more courses in mathematics and physical sciences and women take more foreign language courses.

However, over the last four years, there has been a large shift towards study in the sciences (both physical and biological), and away from foreign languages (particularly so in 1976) and social studies. Most of this shift has been caused by changes in females' course-taking patterns.

About three-fourths of the 1976 seniors reported themselves to be in the highest two-fifths of their high school class, and nearly all the rest estimated that they were in the middle fifth (Table 5). Conversely, only 2 percent reported their class rank to be in the lower two-fifths of their class. Of the 1976 seniors whose SAT average was 600 or above, 91 percent ranked in the top fifth of their class; of those with SAT averages below 400, only 20 percent were in the top fifth of their class.

SCHOLASTIC APTITUDE TEST (SAT) SCORES

If all high school seniors—more than 3 million—took the SAT late in high school, two-thirds or about 2 million would earn SAT-verbal scores between 200 and 400. About 397,000 of the 1976 seniors who took the SAT—roughly one-sixth of all who might have—did in fact earn such scores. Similarly, a third of all students

or about 1 million would earn SAT-verbal scores between 400 and 600. About 520,000 of the 1976 seniors who took the SAT—roughly half of all who might have—did take the test and earn such scores. Finally, a small percentage (about 3 percent of all students—more than 100,000) would earn scores of 600 or higher. About 82,000 of the 1976 seniors, a substantial majority of all who might have, earned scores that high.

Estimates of the fraction and number of all students who would earn various SAT scores are obviously not precise. However, the estimates do show that the population of students currently taking the SAT is broadly based and very highly selected in terms of developed verbal and mathematical reasoning abilities. Although the approximately one million 1976 seniors who took the SAT were relatively apt compared to students generally, they nevertheless had slightly lower SAT-verbal scores than the 1975 seniors who took the SAT. The average SAT-mathematical scores were unchanged from 1975 to 1976. The number of SAT-verbal scores at or above 600 increased by 4 percent over 1975. In the 200-400 range, the number of SAT-verbal scores increased by approximately 6 percent. In the middle of the score range of 400-600, a decrease of about 4 percent was registered. Despite the small increase in both lower and higher scores, the SAT-verbal average dropped by 3 points from 434 to 431. No change was found in the SAT-mathematical mean score, which remains at 472.

When analyzed separately by sex, men outperform women slightly on the verbal section of the test with means of 433 versus 430 for women, and significantly on the mathematical section with means for men at 497 and means for women at 446. From 1975 to 1976, the verbal average for men declined four points and that for women one point. In mathematics, the men scored 2 points higher (497) than they did in 1975, while women's scores decreased by 3 points from 449 to 446.

In 1976, the SAT-mathematical scores changed disproportionately at each extreme of the range; whereas the overall number of students taking the test remained about the same, the number scoring 600 or over increased about 5 percent and the number scoring below 400 increased approximately 3 percent.

The declines in mean scores for men and women, both combined and separately by sex for the verbal, and for women only for mathematics are small compared to the declines in the most recent years (see Table A). The trend toward an increase in the number of relatively low scores for both sections of the test continues, but it has been moderated somewhat this year by an increase in scores—above 600.

READING COMPREHENSION AND VOCABULARY SUBSCORES

For the second consecutive year, subscores have been reported for the verbal section of the SAT. Two of the four types of verbal questions are vocabulary questions—analogies and antonyms; and two are reading comprehension questions—sentence completions and questions on prose passages presented in the test. Students' answers to all four types of questions are combined to produce the SAT-verbal score, which is reported as an overall measure of students' developed verbal reasoning ability.

Beginning with the October 1974 administration of the SAT, the reading comprehension and vocabulary questions have been scored separately. These verbal subscores—reading comprehension and vocabulary—are reported in 2 digits, on a 20 to 80 scale. The reading comprehension average for men, 43.2 or 432, if placed on the familiar College Board scale of 200-800, is slightly higher than the corresponding average for women, 43.1 or 431. The difference by sex in the vocabulary averages, 43.7 or 437 for men and 43.1 or 431 for women, is relatively large. Of the two SAT-verbal subscores, it appears that the vocabulary subscore contributes largely to the differences in SAT-verbal scores for men and women. For both sexes combined, there was a two-point decline from 1975 to 1976 in reading comprehension scores on the three-digit College Board scale. This decline was slightly greater for males than for females. The average vocabulary subscore rose three points on the three-digit scale for males and females combined, and increased for males and females from 1975 to 1976.

Table A
SAT Score Averages for College-Bound Seniors, 1966-67 — 1975-76*

	Verbal			*Mathematical*		
	Male	*Female*	*Total*	*Male*	*Female*	*Total*
1966-67	463	468	466	514	467	492
1967-68	464	466	466	512	470	492
1968-69	459	466	463	513	470	493
1969-70	459	461	460	509	465	488
1970-71	454	457	455	507	466	488
1971-72	454	452	453	505	461	484
1972-73	446	443	445	502	460	48[illegible]
1973-74	447	442	444	501	459	480
1974-75	437	431	434	495	449	472
1975-76	433	430	431	497	446	472

*The averages for 1966-67 through 1970-71 are estimates of the averages that would have been reported for college-bound seniors of those years if such reports had been produced.

TEST OF STANDARD WRITTEN ENGLISH SCORES

The Test of Standard Written English (TSWE) was placed in experimental use in the SAT in 1974 for the purposes of placement. The test is intended to help colleges, particularly those with diversified student bodies, place entering freshmen in the most appropriate courses. Although in experimental use as a

7

supplement to the SAT, TSWE is not an experimental test, but rather a conventional test of conventional skills that students are normally expected to use in writing papers for most college courses.

TSWE is administered in 30 minutes, as 1 of 6 sections in the SAT test booklet. Scores on the test are reported in 2 digits on the 20 to 80 scale, but TSWE scores are reported only to an upper limit of 60+. Because it is not a difficult test and is not intended to discriminate at the upper score levels, the score scale is deliberately truncated at 60+.

In the distributions of TSWE scores (Table 7C), the differences by sex that appear are more marked than those noted in the reading comprehension and vocabulary scores. Furthermore, the direction of the difference is reversed: it is the women who have higher scores on this test. Thus, 6 percent of the women and 4 percent of the men earned the highest score reported (60+); 62 percent of the women and 56 percent of the men earned scores between 40 and 59; and 33 percent of the women and 40 percent of the men earned scores below 40. These differences in the distribution of the scores produced on the TSWE resulted in averages for women (44.0) and men (42.1) that differ by 1.9 points, or by 19 points on the 3-digit College Board scale. This advantage is two points lower than it was in 1975.

ACHIEVEMENT TEST SCORES

The Achievement Test series includes 1-hour objective tests in 15 academic subjects. About one in five students who take the SAT also take one or more Achievement Tests. The students who take Achievement Tests typically take three, one of which is nearly always the English Composition Test. The second most popular subject is mathematics, which is tested at two levels. Relatively few students take Mathematics Level II (the more advanced level), but more than two-thirds of the students who take Achievement Tests include Mathematics Level I in their series. Third in popularity is the Achievement Test in American History and Social Studies; over one-fourth choose it. The remaining tests enjoy much smaller volumes as candidates round out their series of three with a test in a subject in which they feel better prepared, or with one specified by a college they plan to attend.

The summary reports include (in Table 8) Achievement Test score distributions for the 15 tests and a score distribution for Achievement Test averages, which includes scores from all Achievement Tests taken. Score averages accompany each distribution.

For 1976 college-bound seniors, Table B includes national score averages on the numbers (in thousands) of candidates for each Achievement Test. Comparable figures for previous high school classes are available only in the case of the more popular Achievement Tests.

The score average for all Achievement Tests taken increased from 531 to 538 for the 1976 seniors. The numbers taking each Achievement Test remained relatively stable this year with the exception of an increase in those taking Mathematics Level II (+9.6 percent) and a decrease in those taking French (-8.2 percent). The average scores of the 1976 seniors as compared to the 1975 seniors remained relatively stable with one notable exception; the average for the most popular test, the English Composition Test, increased 17 points from 515 to 532. Whether this dramatic increase in average scores from the previous year is influenced

Table B
Achievement Test Score Averages, 1972-1976
(Numbers in thousands)

	1972		1973		1974		1975		1976	
	N	*AV*	*N*	*AV*	*N*	*AV*	*N*	*AV*	*N*	*AV*
Average for All Achievement Tests	335	526	294	527	247	533	228	531	228	538
English Composition	313	516	275	517	228	517	212	515	213	532
Mathematics Level I	240	541	211	537	172	545	158	545	158	546
American History and Social Studies	105	492	87	498	71	498	64	494	64	493
Biology	51	535	51	532	46	545	46	544	48	543
French	52	539	47	544	38	560	34	553	31	553
Chemistry	48	568	43	572	37	581	33	569	34	567
Mathematics Level II	n/a		n/a		n/a		29	660	32	665
Spanish	34	530	33	539	28	560	26	544	26	547
Literature	n/a		n/a		n/a		21	522	22	525
Physics	n/a		n/a		n/a		12	601	16	592
German	n/a		n/a		n/a		7	547	6	555
European History and World Cultures	n/a		n/a		n/a		5	521	3	531
Latin	n/a		n/a		n/a		2	514	2	524
Hebrew	n/a		n/a		n/a		1	577	1	579
Russian	n/a		n/a		n/a		0.5	540	1	559

by national concern for the writing ability of the nation's college-bound students or by other factors or is distinctive of the 1976 seniors cannot be determined at this time. Future reports may illuminate this matter.

This year for the first time the average SAT-verbal and mathematical scores of the candidates taking each Achievement Test have been added to the distribution tables in Table 8. These data allow one to compare the verbal and mathematical abilities of the self-selected group taking each Achievement Test with those of the total SAT population. In terms of these aptitude measures, the most able students sat for the Mathematics Level II, Physics, Latin, Chemistry, Russian, and German Achievement Tests. According to these aptitude measures, the least able were those taking the Literature and Spanish Tests. However, only about one in four students who take the SAT have averages at least as high as those who take the Achievement Tests.

STUDENTS' SELF-ASSESSMENT OF SKILLS AND ABILITIES

The SDQ provides college-bound students with an opportunity to rank themselves among others of their age on 14 skills and abilities. Generally, the 1976 seniors rated themselves above average on the ability to get along with others (88 percent), leadership (69 percent), and organizing for work (68 percent). They rated themselves lower in acting, art, and mechanics —all at 38 percent above average.

The self-ratings of both sexes are similar on the ability to get along with others, acting, art, creative writing, organizing for work, spoken expression, and written expression. In other areas, there are great differences between the sexes. Males rate themselves above average more frequently in mechanics (56 percent versus 22 percent for females), athletics (72 percent versus 48 percent), science (64 percent versus 43 percent), mathematics (65 percent versus 49 percent), leadership (73 percent versus 64 percent), and sales (52 percent versus 46 percent). Females rate themselves above average more frequently in music (48 percent versus 39 percent for males).

From 1973 to 1975, student self-ratings improved noticeably for all skills except spoken expression (which declined slightly) and organizing for work (which remained the same). From 1975 to 1976, the changes are very small, and higher and lower ratings are about even. The skills with the largest increases from 1973 to 1976 are sales (40 percent above average in 1973 to 49 percent in 1976) and leadership (61 to 69 percent).

EXTRACURRICULAR ACTIVITIES

The confidence the students who take the SAT have in their social skills may result in part from their extensive and intensive experience with extracurricular activities. Large numbers report active participation in community and religious groups (Table 14), athletics (Table 15), high school clubs and organizations (Table 16), and other extracurricular activities (Table 18). One-fourth report they are leaders in community or religious groups, and more than one-third that they held at least one major office in a school club or organization.

Women are more active than men in community and church groups, in high school clubs and organizations, and in all specified extracurricular activities except athletics (in both high school participation and in plans to participate in college). While participation in high school clubs and organizations has remained relatively stable since 1973, participation in community and church groups has declined since then, and participation in extracurricular activities has increased slightly.

More than half of the men and nearly one-third of the women indicate having been on a varsity athletic team, and most of each report winning at least one varsity letter. The percentage of women reporting varsity participation in recent years has increased steadily from 20 percent among the college-bound seniors in 1973 to 30 percent for the 1976 seniors. Thus, female varsity participation has increased 50 percent in only 3 years.

PLANS FOR ADVANCED STANDING AND ADVANCED DEGREES

Students completing the SDQ are asked whether they plan to apply for "placement in advanced courses, course credit, or exemption from required courses." Increasing steadily from 54 percent in 1973, about 60 percent of the respondents in 1976 plan such application in at least one of these areas: English (27 percent), mathematics (24 percent), sciences (24 percent), history (18 percent), and foreign languages (15 percent).

In response to the question about highest level of education they plan to complete, roughly a quarter indicated that they were undecided. Very few (6 percent) indicated plans to complete only a two-year program, but 41 percent plan to complete a postbaccalaureate degree. Women are much more likely than men to want to stop after two years (8 percent versus 4 percent) and not to want to go farther than a baccalaureate degree (40 percent versus 30 percent). Men are much more likely to want to obtain a professional degree (24 percent versus 15 percent); this difference has declined since 1973 when the corresponding figures were 23 versus 11 percent. Women's interest in professional degrees is increasing at a faster rate than is that of men.

COLLEGE HOUSING PREFERENCES

Students can indicate on the questionnaire where they would prefer to live during the first two years of college.

9

About a quarter of the 1976 seniors indicate that they prefer to live at home (Table 13). More than half would prefer to live in a dormitory, and only small percentages prefer a fraternity or sorority house, an on-campus apartment, or an off-campus apartment. Men are more interested in a coeducational dormitory (35 percent versus 25 percent for women), or their own apartment (18 percent versus 12 percent); women are more interested in a single-sex dormitory (32 percent versus 19 percent).

INTENDED FIELDS OF STUDY IN COLLEGE

Over 200 specific fields of college study are grouped under 29 broad curriculum areas in the questionnaire. Students respond by indicating their first and second choices. Only the first choices of the 1976 seniors are reported here. They are distributed by broad area (for example, agriculture) in Table 10A and by specific fields (for example, dairy science) in Table 10B.

More than half of the responses are in six broad curriculum areas, displayed in Table C.

Subject area choices are very different by sex. For males, the most popular choice is engineering (15.9 percent); 91 percent of all engineering respondents are male. For females, the most popular choices are health and medicine (23.7 percent) and education (12.9 percent). Of all the students who choose these two fields, 69 percent and 77 percent, respectively, are female. Other predominately male areas are military science (96 percent), physical sciences (76 percent) and forestry/conservation (72 percent). Other predominately female areas are home economics (94 percent) and foreign languages (84 percent).

Two subject areas continued to show popularity increases which surfaced in 1975. These are business and commerce and engineering. Five subject areas in 1976 showed continued declines which began in 1974. These are social sciences, physical sciences, English and literature, mathematics, and trade and vocational.

Table C
Intended Areas of Study — First Choice

Area of Study	*% Males*	*% Females*	*% Total*
Health and Medicine	11.6	23.7	17.9
Business and Commerce	14.0	11.3	12.6
Education	4.2	12.9	8.7
Engineering	15.9	1.4	8.4
Social Sciences	6.9	6.8	6.8
Biological Sciences	5.2	4.4	4.8

The business and commerce increase in the last few years is primarily due to increasing interest among women from 7 percent in 1973 to 11 percent in 1976.

Disregarding area groupings, the most popular specific fields of study (and the percentages choosing them) were premedicine (4.9 percent), registered nursing (4.8 percent), accounting (3.8 percent), business management and administration (3.5 percent), physical education (2.0 percent), secretarial studies (1.9 percent), and mathematics (1.8 percent). The largest increases in popularity from 1975 to 1976 were in premedicine, accounting, and registered nursing.

HELP WANTED

The questionnaire includes an item about help that students may want to receive outside of regular course work in college. The largest number of the 1976 seniors who indicated a need for assistance plan to request assistance in finding part-time work (43 percent). Second in frequency is assistance with educational and vocational counseling. Only 3 percent wanted counseling on personal problems. Nearly one in five wanted help outside regular course work in improving study skills and in developing mathematical skills. Despite a widespread national concern about the writing skills of entering college freshmen, only 13 in 100 indicated that they plan to ask the college or university for special assistance with developing writing skills. Ethnic groups other than white were more likely to ask for assistance in one or more areas than were whites. For example, almost all of the students who describe themselves as black (96 percent) and Mexican-American (94 percent) plan to ask for assistance in at least one area, while only 80 percent of the white students plan to ask for aid.

ACCOMPLISHMENT AND AMBITION

It seems clear from the data in the tables that follow that the majority of the 1976 seniors who took the Admissions Testing Program tests are scholastically apt and studied extensively in academic subjects in high school. These students have been and plan to be busy with extracurricular activities and are confident of their social skills. They also seem eager for further schooling, although a considerable number of them are undecided about the extent of their degree ambitions and about the field of study in which to concentrate.

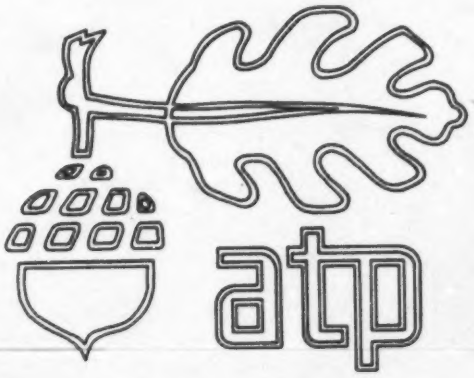
Robert G. Cameron
Program Service Officer
Admissions Testing Program

10

COLLEGE BOARD ATP SUMMARY REPORTS

NATIONAL

1975-76 COLLEGE-BOUND HIGH SCHOOL SENIORS



THIS REPORT SUMMARIZES THE COLLEGE BOARD ATP RECORDS OF 1975-76 SENIORS WHO REGISTERED FOR SAT OR ACHIEVEMENT TESTS DURING THEIR SOPHOMORE, JUNIOR, OR SENIOR YEARS. THE APRIL 1976 ADMINISTRATION IS THE MOST RECENT ONE FROM WHICH RECORDS ARE INCLUDED.

	MALE	FEMALE	TOTAL
NUMBER IN THIS REPORT	526,582	536,906	1,063,488
NUMBER TAKING SAT	494,638	505,191	999,829
NUMBER TAKING AT LEAST ONE ATP ACHIEVEMENT TEST	118,537	109,690	228,227
NUMBER RESPONDING TO STUDENT DESCRIPTIVE QUESTIONNAIRE	396,232	426,264	822,496

Table of Contents

		PAGE
I.	HIGH SCHOOLS	
	TABLE 1: TYPE OF HIGH SCHOOL	12
II.	ETHNIC BACKGROUND	
	TABLE 2: ETHNIC BACKGROUND	12
III.	HIGH SCHOOL RECORD	
	TABLE 3: LATEST, SELF-REPORTED GRADES BY SUBJECT	12
	TABLE 4: NUMBER OF YEARS OF STUDY BY SUBJEC	13
	TABLE 5: SELF-REPORTED CLASS RANK AND SAT AVERAGE	13
	TABLE 6: ESTIMATED HIGH SCHOOL GRADE POINT AVERAGE	13
IV.	TEST SCORES	
	TABLE 7A: SCHOLASTIC APTITUDE TEST (SAT) SCORES	14
	TABLE 7B: SAT-VERBAL SUBSCORES	11
	TABLE 7C: TEST OF STANDARD WRITTEN ENGLISH (TSWE) SCORES	14
	TABLE 8: ACHIEVEMENT TEST SCORES	15
V.	COLLEGE PLANS	
	TABLE 9: EDUCATIONAL GOALS	16
	TABLE 10A: INTENDED AREAS OF STUDY - FIRST CHOICE	16
	TABLE 10B: INTENDED SPECIFIC FIELDS OF STUDY - FIRST CHOICE	17
	TABLE 11: PLANS TO ASK COLLEGE FOR SPECIAL ASSISTANCE, BY AREAS OF NEED AND ETHNIC GROUP	18
	TABLE 12: PLANS TO APPLY FOR ADVANCED PLACEMENT OR COURSE CREDIT	18
	TABLE 13: HOUSING PREFERENCES	19
VI.	ACTIVITIES	
	TABLE 14: PARTICIPATION IN COMMUNITY AND CHURCH GROUPS	19
	TABLE 15: PARTICIPATION IN ATHLETICS	19
	TABLE 16: PARTICIPATION IN HIGH SCHOOL CLUBS AND ORGANIZATIONS	19
	TABLE 17: HIGH SCHOOL HONORS AND AWARDS	19
	TABLE 18: EXTRACURRICULAR ACTIVITIES IN HIGH SCHOOL AND PLANS FOR COLLEGE	20
VII.	SKILLS AND ABILITIES	
	TABLE 19: SELF-REPORTED SKILLS AND ABILITIES	20
VIII.	FINANCES	
	TABLE 20: ANNUAL PARENTAL INCOME BY ETHNIC GROUP	21
	TABLE 21: ESTIMATED PARENTAL CONTRIBUTION TOWARD APPLICANTS' EDUCATION, BY SAT AVERAGE	21

NATIONAL REPORT

I. HIGH SCHOOLS

TABLE 1: TYPE OF HIGH SCHOOL (1975-76 SDQ QUESTION 2)

	NUMBER	PCT
PUBLIC	664,728	82
PRIVATE	141,809	18
NUMBER RESPONDING	806,538	

II. ETHNIC BACKGROUND

TABLE 2: ETHNIC BACKGROUND (1975-76 SDQ QUESTION 24)

	MALE		FEMALE		TOTAL	
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
AMERICAN INDIAN	1,274	0.3	1,358	0.3	2,632	0.3
BLACK	25,681	6.8	39,074	9.5	64,755	8.2
MEXICAN-AMERICAN	6,103	1.6	6,118	1.5	12,221	1.5
ORIENTAL	8,814	2.3	8,460	2.1	17,274	2.2
PUERTO RICAN	2,805	0.7	2,951	0.7	5,756	0.7
WHITE	325,800	86.0	344,605	84.1	670,405	85.0
OTHER	8,158	2.2	7,432	1.8	15,590	2.0
NUMBER RESPONDING	378,635		409,998		788,633	100.0
MINORITY STUDENTS	52,835	14.0	65,393	15.9	118,228	15.0

III. HIGH SCHOOL RECORD

TABLE 3: LATEST, SELF-REPORTED GRADES BY SUBJECT (1975-76 SDQ QUESTIONS 6-11)

	ENGLISH		MATHEMATICS		FOR LANGUAGE		BIO. SCIENCE		PHY. SCIENCE		SOC. STUDIES	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT
A (4.0)	30	46	28	27	28	41	33	36	33	30	43	45
B (3.0)	49	45	38	39	36	37	43	42	43	45	42	41
C (2.0)	18	9	26	27	26	17	21	18	21	21	14	12
D (1.0)	2	1	6	7	8	4	3	3	3	3	2	1
F (0)	0	0	1	1	1	1	0	0	0	0	0	0
NO GRADED COURSES	0	0	0	0	1	0	0	0	0	1	0	0
NUMBER RESPONDING	380987	410818	379428	409800	332257	374527	360998	394590	344587	350422	377924	408446
MEAN GRADE (BY SEX)	3.08	3.35	2.87	2.84	2.82	.15	3.05	3.11	3.05	3.02	3.26	3.31
MEAN GRADE (BOTH SEXES)	3.22		2.86		2.99		3.08		3.04		3.28	
PCT HONORS COURSES	13	16	18	15	8	9	11	10	11	9	9	9

TABLE 4: NUMBER OF YEARS OF STUDY BY SUBJECT (1975-76 SDQ QUESTIONS 12-17)

	ENGLISH		MATHEMATICS		FOR. LANGUAGE		BIO. SCIENCE		PHY. SCIENCE		SOC. STUDIES	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT
NO COURSES	0	1	0	0	13	9	5	4	9	15	1	1
ONE YEAR	0	0	2	3	13	11	56	56	34	43	4	4
TWO YEARS	1	1	10	20	41	36	29	30	34	29	17	19
THREE YEARS	10	9	27	37	20	23	6	7	17	9	37	40
FOUR YEARS	80	79	51	35	11	16	2	2	5	4	36	32
FIVE OR MORE YEARS	8	10	10	5	3	5	1	0	1	0	5	4
NUMBER RESPONDING	383653	415459	383441	415116	380134	413106	380051	411019	375741	401401	381108	412538
MEAN NUMBER OF YEARS	3.93	3.96	3.57	3.17	2.12	2.41	1.46	1.48	1.80	1.45	3.18	3.12

TABLE 5: SELF-REPORTED CLASS RANK AND SAT AVERAGE (1975-76 SDQ QUESTION 5)

	SELF-REPORTED CLASS RANK								
	TOP TENTH	SECOND TENTH	SECOND FIFTH	THIRD FIFTH	FOURTH FIFTH	LOWEST FIFTH	TOTAL	MEDIAN PERCENTILE RANK	NUMBER RESPONDING
	PCT	PCT	PCT	PCT	PCT	PCT	PCT		
MALES	22.1	24.6	29.0	22.1	2.0	0.3	100.0	77.6	376,413
FEMALES	23.3	25.7	27.5	21.7	1.5	0.2	100.0	79.3	398,268
TOTAL	22.7	25.2	28.2	21.9	1.7	0.3	100.0	78.5	774,681
TOTAL PCT WITH THIS RANK OR BETTER	22.7	47.9	76.1	98.0	99.7	100.0			
SAT AVERAGE 600 OR OVER	71.1	20.2	7.1	1.5	0.1	0.0	100.0	92.9	77,721
SAT AVERAGE 500 TO 599	37.1	34.2	21.8	6.4	0.4	0.0	100.0	86.2	191,695
SAT AVERAGE 400 TO 499	13.6	28.2	35.9	21.1	1.1	0.1	100.0	75.4	257,302
SAT AVERAGE BELOW 400	4.4	15.9	32.3	42.8	4.0	0.6	100.0	61.5	214,484
	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN		
SAT-VERBAL MEAN -- MALES	528	459	418	377	356	345	443		360,454
SAT-VERBAL MEAN -- FEMALES	519	453	412	365	338	321	437		380,738
SAT-VERBAL MEAN -- TOTAL	524	456	415	371	348	335	440		741,192
SAT-MATH MEAN -- MALES	616	532	479	424	395	381	509		360,450
SAT-MATH MEAN -- FEMALES	547	472	426	376	344	332	455		380,725
SAT-MATH MEAN -- TOTAL	580	500	453	400	373	359	481		741,175

TABLE 6: ESTIMATED HIGH SCHOOL GRADE POINT AVERAGE (1975-76 SDQ QUESTIONS 6-17)

	MALE		FEMALE		TOTAL	
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
3.75-4.00	57,537	15	79,468	19	137,005	17
3.50-3.74	44,689	12	61,669	15	106,358	13
3.25-3.49	50,101	13	59,652	14	109,753	14
3.00-3.24	67,223	18	74,355	18	141,578	18
2.75-2.99	46,728	12	46,907	11	93,635	12
2.50-2.74	47,207	12	42,571	10	89,778	11
2.25-2.49	30,466	8	23,912	6	54,378	7
2.00-2.24	23,062	6	15,551	4	38,613	5
UNDER 2.00	14,298	4	8,817	2	23,115	3
NUMBER RESPONDING	381,311		412,902		794,213	
MEAN	3.05		3.18		3.12	
STANDARD DEVIATION	.60		.57		.59	

IV. TEST SCORES

TABLE 7A: SCHOLASTIC APTITUDE TEST (SAT) SCORES

VERBAL							MATH					
MALE		FEMALE		TOTAL			MALE		FEMALE		TOTAL	
NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	SCORE	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
1,265	0	1,199	0	2,464	0	750-800	9,829	2	1,720	0	11,549	1
5,118	1	4,706	1	9,824	1	700-749	19,936	4	6,026	1	25,962	3
11,861	2	11,351	2	23,212	2	650-699	33,059	7	14,326	3	47,385	5
23,728	5	22,736	5	46,464	5	600-649	49,491	10	29,011	6	78,502	8
37,351	8	36,434	7	73,785	7	550-599	60,470	12	45,492	9	105,962	11
62,572	13	62,742	12	125,314	13	500-549	77,743	16	70,967	14	148,710	15
74,022	15	74,933	15	148,955	15	450-499	72,449	15	80,999	16	153,448	15
85,302	17	87,263	17	172,565	17	400-449	59,297	12	77,722	15	137,019	14
84,103	17	87,898	17	172,001	17	350-399	51,160	10	75,638	15	126,798	13
57,576	12	60,221	12	117,797	12	300-349	38,274	8	62,657	12	100,931	10
33,857	7	36,185	7	70,042	7	250-299	18,596	4	32,753	6	51,349	5
17,871	4	19,515	4	37,386	4	200-249	4,315	1	7,846	2	12,161	1
494,626		505,183		999,809		NUMBER	494,619		505,157		999,776	
433		430		431		MEAN	497		446		472	
111		110		110		STD DEV	123		111		120	

TABLE 7B: SAT-VERBAL SUBSCORES

READING COMPREHENSION							VOCABULARY					
MALE		FEMALE		TOTAL			MALE		FEMALE		TOTAL	
NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	SCORE	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
1,433	0	1,281	0	2,714	0	75-80	3,032	1	2,892	1	5,924	1
3,303	1	3,028	1	6,331	1	70-74	6,166	1	5,782	1	11,948	1
14,267	3	13,064	3	27,331	3	65-69	14,237	3	13,962	3	28,199	3
24,572	5	23,922	5	48,494	5	60-64	24,999	5	23,913	5	48,912	5
39,706	8	39,841	8	79,547	8	55-59	43,592	9	42,133	8	85,725	9
53,992	11	56,066	11	110,058	11	50-54	63,259	13	60,837	12	124,096	12
73,908	15	76,737	15	150,645	15	45-49	74,962	15	72,695	14	147,657	15
82,581	17	86,277	17	168,858	17	40-44	86,261	17	88,912	18	175,173	18
75,602	15	79,010	16	154,612	15	35-39	70,107	14	73,734	15	143,841	14
73,461	15	75,971	15	149,432	15	30-34	45,788	9	49,185	10	94,973	10
35,878	7	35,307	7	71,185	7	25-29	29,953	6	33,399	7	63,352	6
15,052	3	13,654	3	28,706	3	20-24	31,414	6	36,717	7	68,131	7
493,755		504,158		997,913		NUMBER	493,770		504,161		997,931	
43.2		43.1		43.2		MEAN	43.7		43.1		43.4	
11.2		10.9		11.1		STD DEV	11.9		12.0		12.0	

TABLE 7C: TEST OF STANDARD WRITTEN ENGLISH (TSWE) SCORES*

	MALE		FEMALE		TOTAL	
SCORE	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
60+	20,445	4	28,546	6	48,991	5
55-59	50,583	10	64,635	13	115,218	12
50-54	69,994	14	82,884	16	152,878	15
45-49	78,625	16	85,124	17	163,749	16
40-44	78,625	16	78,607	16	157,232	16
35-39	68,172	14	62,331	12	130,503	13
30-34	54,317	11	45,569	9	99,886	10
25-29	34,871	7	27,908	6	62,779	6
20-24	38,151	8	28,563	6	66,714	7
NUMBER	493,783		504,167		997,950	
MEAN	42.1		44.0		43.1	
STD DEV	10.9		10.7		10.8	

*THE TEST OF STANDARD WRITTEN ENGLISH IS IN EXPERIMENTAL USE FOR PURPOSES OF PLACEMENT.

TABLE 8 ACHIEVEMENT TEST SCORES

AVERAGE OF SCORES		ENGLISH COMPOSITION			MATHEMATICS LEVEL 1		AMERICAN HISTORY	
NUMBER	PCT	NUMBER	PCT	SCORE	NUMBER	PCT	NUMBER	PCT
2,477	1	5,235	2	750-800	3,997	3	1,079	2
9,095	4	11,193	5	700-749	8,188	5	1,699	3
19,170	8	19,430	9	650-699	15,405	10	3,227	5
31,315	14	28,286	13	600-649	23,911	15	5,231	8
41,241	18	32,035	15	550-599	25,665	16	7,613	12
44,042	19	34,527	16	500-549	30,095	19	10,022	16
38,444	17	31,851	15	450-499	24,442	15	12,035	19
25,910	11	26,133	12	400-449	16,032	10	11,335	18
12,245	5	15,051	7	350-399	8,078	5	7,741	12
3,648	2	6,847	3	300-349	2,268	1	3,543	6
524	0	1,987	1	250-299	239	0	585	1
116	0	221	0	200-249	7	0	29	0
228,227		212,796		NUMBER	158,327		64,139	
538		532		MEAN	546		493	
96		111		STD DEV	101		106	
		507		SAT-V AVG	495		505	
		554		SAT-M AVG	552		539	

BIOLOGY		CHEMISTRY			MATHEMATICS LEVEL 2		FRENCH	
NUMBER	PCT	NUMBER	PCT	SCORE	NUMBER	PCT	NUMBER	PCT
1,661	4	1,787	5	750-800	7,526	23	1,842	6
2,986	6	2,641	8	700-749	5,990	19	2,037	7
4,724	10	3,975	12	650-699	6,549	20	2,805	9
6,120	13	5,116	15	600-649	5,177	16	3,914	13
6,852	15	5,530	16	550-599	3,437	11	4,478	14
7,454	16	5,796	17	500-549	1,377	4	5,277	17
6,585	14	5,077	15	450-499	849	3	5,187	17
4,862	11	3,062	9	400-449	610	2	3,852	12
3,209	7	1,111	3	350-399	389	1	1,556	5
1,290	3	193	1	300-349	205	1	136	0
281	1	6	0	250-299	35	0	3	0
17	0	0	0	200-249	9	0	0	0
46,041		34,294		NUMBER	32,153		31,087	
543		567		MEAN	665		553	
113		104		STD DEV	100		110	
510		531		SAT-V AVG	554		541	
543		616		SAT-M AVG	652		565	

SPANISH		LITERATURE			PHYSICS		GERMAN	
NUMBER	PCT	NUMBER	PCT	SCORE	NUMBER	PCT	NUMBER	PCT
2,388	9	360	2	750-800	1,272	8	625	10
1,691	6	1,078	5	700-749	1,574	10	355	6
2,003	8	2,163	10	650-699	2,202	14	502	8
2,547	10	2,645	12	600-649	2,573	16	779	12
3,132	12	3,157	15	550-599	2,443	16	784	12
3,655	14	3,499	16	500-549	2,544	16	969	15
4,065	16	3,070	14	450-499	1,818	11	995	16
4,259	16	2,519	12	400-449	963	6	819	13
2,166	8	1,785	8	350-399	235	2	437	7
111	0	977	5	300-349	19	0	46	1
2	0	238	1	250-299	1	0	1	0
0	0	32	0	200-249	0	0	0	0
26,019		21,523		NUMBER	15,644		6,312	
547		525		MEAN	592		555	
123		113		STD DEV	103		121	
500		523		SAT-V AVG	535		545	
534		511		SAT-M AVG	644		585	

TABLE 8 (CONTINUED) ACHIEVEMENT TEST SCORES

EUROPEAN HISTORY NUMBER	EUROPEAN HISTORY PCT	LATIN NUMBER	LATIN PCT	SCORE	HEBREW NUMBER	HEBREW PCT	RUSSIAN NUMBER	RUSSIAN PCT
96	3	24	1	750-800	21	3	80	17
206	6	78	5	700-749	57	8	31	6
288	9	130	8	650-699	119	16	32	7
349	10	176	10	600-649	144	20	39	8
532	16	260	15	550-599	139	19	52	11
541	16	334	20	500-549	101	14	57	12
508	15	299	18	450-499	79	11	59	12
491	15	246	14	400-449	51	7	65	14
242	7	123	7	350-399	10	1	39	8
94	3	26	2	300-349	8	1	21	4
20	1	2	0	250-299	3	0	3	1
0	0	0	0	200-249	0	0	0	0
3,367		1,698		NUMBER	732		478	
531		524		MEAN	579		559	
111		100		STD DEV	97		145	
561		573		SAT-V AVG	545		556	
558		595		SAT-M AVG	567		586	

V. COLLEGE PLANS

TABLE 9 EDUCATIONAL GOALS (1975-76 SDQ QUESTION 23)

NUMBER RESPONDING	378,509 MALES PCT	408,452 FEMALES PCT	786,961 TOTAL PCT
TWO-YEAR TRAINING PROGRAM	3	5	4
ASSOCIATE IN ARTS DEGREE	1	3	2
BA OR BS DEGREE	26	32	29
MA OR MS DEGREE	22	21	22
MD, PHD, OTHER PROFESSIONAL DEGREE	24	15	19
UNDECIDED	23	24	24
TWO-YEAR PROGRAM OR DEGREE	4	8	6
GRADUATE STUDY	46	36	41

TABLE 10A INTENDED AREAS OF STUDY - FIRST CHOICE (1975-76 SDQ QUESTION 48)

NUMBER RESPONDING 371,908 MALES 404,157 FEMALES 776,065 TOTAL

	MALE PCT	FEMALE PCT	TOTAL PCT		MALE PCT	FEMALE PCT	TOTAL PCT
AGRICULTURE	3.3	2.0	2.6	HISTORY AND CULTURES	1.6	0.9	1.2
ARCH/ENVIR DESIGN	3.3	0.7	1.9	HOME ECONOMICS	0.1	1.4	0.8
ART	2.2	5.5	3.9	LIBRARY SCIENCE	0.0	0.2	0.1
BIOLOGICAL SCIENCES	5.2	4.4	4.8	MATHEMATICS	2.2	1.6	1.9
BUSINESS AND COMMERCE	14.0	11.3	12.6	MILITARY SCIENCE	1.8	0.1	0.9
COMMUNICATIONS	3.2	2.8	2.9	MUSIC	2.0	2.2	2.1
COMPUTER SCI/SYS ANAL	2.3	1.4	1.9	PHILOSOPHY AND RELIG	0.8	0.4	0.6
EDUCATION	4.2	12.9	8.7	PHYSICAL SCIENCES	3.8	1.1	2.4
ENGINEERING	15.9	1.4	8.4	PSYCHOLOGY	2.0	5.1	3.6
ENGLISH/LITERATURE	1.3	2.6	1.9	SOCIAL SCIENCES	6.9	6.8	6.8
ETHNIC STUDIES	0.1	0.1	0.1	THEATER ARTS	0.6	1.6	1.1
FOREIGN LANGUAGES	0.4	2.0	1.2	TRADE AND VOCATIONAL	1.0	0.8	0.9
FORESTRY/CONSERVATION	2.4	0.8	1.6	OTHER	2.7	1.9	2.3
GEOGRAPHY	0.1	0.0	0.0	UNDECIDED	5.0	4.5	4.8
HEALTH AND MEDICAL	11.6	23.7	17.9				

TABLE 10B, PART 1 INTENDED SPECIFIC FIELDS OF STUDY - FIRST CHOICE (1975-76 SDQ QUESTION 48)

	NUMBER	PCT
AGRICULTURE		
AGRICULTURE ECON	433	0.1
AGRONOMY	779	0.1
ANIMAL SCIENCE	6,924	0.9
DAIRY SCIENCE	310	0.0
FISH AND GAME	5,932	0.8
FOOD SCIENCE	371	0.0
HORTICULTURE	1,722	0.2
LANDSCAPING	812	0.1
OTHER, UNSPECIFIED	2,895	0.4
ARCHITECTURE/ENV DES		
ARCHITECTURE	9,602	1.2
CITY PLANNING	346	0.0
URBAN DEVELOPMENT	270	0.0
OTHER, UNSPECIFIED	4,601	0.6
ART		
ART HISTORY	368	0.0
COMMERCIAL ART	5,892	0.8
DESIGN	1,323	0.2
FASHION DESIGN	3,932	0.5
GRAPHIC ARTS	1,300	0.2
INTERIOR DEC	3,952	0.5
PHOTOGRAPHY	3,099	0.4
PRINTING	337	0.0
STUDIO ART	2,113	0.3
OTHER, UNSPECIFIED	7,887	1.0
BIOLOGICAL SCIENCES		
BACTERIOLOGY	644	0.1
BIOCHEMISTRY	3,085	0.4
BIOLOGY	7,851	1.0
BIOPHYSICS	294	0.0
BOTANY	797	0.1
ECOLOGY	1,581	0.2
MARINE BIOLOGY	8,044	1.0
PHYSIOLOGY	1,024	0.1
ZOOLOGY	3,662	0.5
OTHER, UNSPECIFIED	10,244	1.3
BUSINESS AND COMMERCE		
ACCOUNTING	29,279	3.8
ADVERTISING	1,562	0.2
BUS MGT AND ADMIN	27,475	3.5
COURT REPORTING	1,337	0.2
FINANCE	2,619	0.3
HOTEL ADMIN	2,369	0.3
INDUSTRIAL MGT	552	0.1
MARKETING	2,080	0.3
REAL ESTATE	1,048	0.1
SALES AND RETAILING	2,926	0.4
SECRETARIAL STUDIES	14,408	1.9
TRANSPORTATION	567	0.1
OTHER, UNSPECIFIED	11,505	1.5
COMMUNICATIONS		
COMMUNICATIONS	1,592	0.2
FILM	1,076	0.1
JOURNALISM	9,678	1.2
RADIO AND TV	6,664	0.9
OTHER, UNSPECIFIED	3,846	0.5
COMPUTER SCI/SYS ANAL		
COMPUTER SCIENCE	3,453	0.4
DATA PROCESSING	3,882	0.5
SYSTEMS ANALYSIS	866	0.1
OTHER, UNSPECIFIED	6,362	0.8
EDUCATION		
AGRICULTURAL EDUC	200	0.0
ART EDUCATION	1,234	0.2
BUSINESS EDUCATION	1,296	0.2
CHILD DEVELOPMENT	5,449	0.7
ED OF EXC CHILDREN	3,725	0.5
EDUC OF DEAF	1,997	0.3
ED OF MENT RETARDED	6,193	0.8
ELEMENTARY EDUC	13,346	1.7
GENERAL EDUCATION	1,576	0.2
HEALTH EDUCATION	289	0.0
HOME ECONOMICS ED	856	0.1
INDUSTRIAL ARTS ED	725	0.1
MUSIC EDUCATION	2,820	0.4
PHYSICAL EDUCATION	15,642	2.0
RECREATION	1,475	0.2
SECONDARY EDUCATION	4,559	0.6
SPEECH AND HEARING	2,258	0.3
VOCATIONAL/IND EDUC	350	0.0
OTHER, UNSPECIFIED	3,813	0.5
ENGINEERING		
AEROSPACE/AERON	7,681	1.0
AGRICULTURAL ENG	610	0.1
AIR-CONDITIONING	358	0.0
ARCHITECTURAL ENG	2,712	0.3
CERAMIC ENG	83	0.0
CHEMICAL ENG	4,205	0.5
CIVIL ENGINEERING	5,185	0.7
CONSTRUCTION/TRNSP	853	0.1
DRAFTING	1,808	0.2
ELECTRICAL ENG	13,545	1.7
ENGINEERING AIDE	103	0.0
ENGINEERING DESIGN	695	0.1
ENG SCIENCES	916	0.1
INDUST MGT ENG	1,191	0.2
INDUST LAB TECH	175	0.0
INSTRUMENTATION	126	0.0
MATERIALS SCIENCE	47	0.0
MECHANICAL ENG	6,883	0.9
METALLURGICAL ENG	323	0.0
MINING AND MINERAL	330	0.0
NAVAL ARCH/MARINE	1,016	0.1
NUCLEAR TECHNOLOGY	1,555	0.2
PETROLEUM ENG	441	0.1
PLASTICS TECH	45	0.0
QUALITY CONTROL	35	0.0
SURVEYING	261	0.0
TEXTILE ENG	94	0.0
OTHER, UNSPECIFIED	13,762	1.8
ENGLISH AND LIT		
CREATIVE WRITING	5,813	0.7
ENGLISH	2,759	0.4
LITERATURE	1,513	0.2
SPEECH	454	0.1
OTHER, UNSPECIFIED	4,581	0.6
ETHNIC STUDIES		
AMERICAN INDIAN	146	0.0
BLACK STUDIES	172	0.0
MEXICAN-AMERICAN	59	0.0
SPANISH-AMERICAN	75	0.0
OTHER, UNSPECIFIED	79	0.0

17

TABLE 10B, PART 2: INTENDED SPECIFIC FIELDS OF STUDY - FIRST CHOICE (1975-76 SDQ QUESTION 48)

	NUMBER	PCT
FOREIGN LANGUAGES		
CLASSICAL LANG	189	0.0
EASTERN LANGUAGES	136	0.0
FRENCH	2,222	0.3
GERMAN	624	0.1
ITALIAN	105	0.0
LINGUISTICS	505	0.1
RUSSIAN	209	0.0
SPANISH	2,685	0.3
OTHER, UNSPECIFIED	2,675	0.3
FORESTRY AND CONSERVATION	12,271	1.6
GEOGRAPHY	291	0.0
HEALTH/MEDICAL PROF		
DENTAL ASSISTING	1,733	0.2
DENTAL HYGIENE	5,965	0.8
DENTAL TECHNOLOGY	2,286	0.3
HEALTH AND SAFETY	209	0.0
LAB TECHNOLOGY	3,360	0.4
MEDICAL ASSISTING	2,053	0.3
MED RECS LIBRARIAN	412	0.1
MEDICAL TECHNOLOGY	7,074	0.9
NURSING-PRACTICAL	2,116	0.3
NURSING-REGISTERED	35,340	4.6
OCCUPATNL THERAPY	2,149	0.3
OPTOMETRY	1,640	0.2
PHARMACY	6,126	0.8
PHYSICAL THERAPY	10,695	1.4
PREDENTISTRY	6,032	0.8
PREMEDICINE	37,842	4.9
RADIOLOGY/X-RAY	4,002	0.5
OTHER,UNSPECIFIED	9,988	1.3
HISTORY AND CULTURES		
AMERICAN	4,067	0.5
ANCIENT	846	0.1
AREA AND REGIONAL	144	0.0
EUROPEAN	856	0.1
OTHER, UNSPECIFIED	3,544	0.5
HOME ECONOMICS		
CLOTHING	1,550	0.2
FAMILY RELATIONS	156	0.0
FOOD AND NUTRITION	1,890	0.2
CHILD CARE	509	0.1
INSTITUTIONAL MGT	120	0.0
OTHER, UNSPECIFIED	1,829	0.2
LIBRARY SCIENCE	927	0.1
MATHEMATICS		
STATISTICS	824	0.1
OTHER, UNSPECIFIED	13,799	1.8
MILITARY SCIENCE		
AIR SCIENCE	2,911	0.4
MERCHANT MARINE	475	0.1
MILITARY SCI-ARMY	1,348	0.2
NAVAL SCIENCE	1,450	0.2
OTHER, UNSPECIFIED	1,112	0.1
MUSIC		
COMPOSITION/THEORY	1,462	0.2
INSTRUMENTAL MUSIC	6,589	0.8
MUSIC HISTORY	154	0.0
VOICE	2,978	0.4
OTHER, UNSPECIFIED	5,106	0.7
PHILOSOPHY AND RELIG		
PHILOSOPHY	791	0.1
RELIGION	1,996	0.3
SCHOLASTIC PHIL	31	0.0
THEOLOGY	1,248	0.2
OTHER, UNSPECIFIED	807	0.1
PHYSICAL SCIENCES		
ASTRONOMY	1,192	0.2
CHEMISTRY	4,624	0.6
EARTH SCIENCE	422	0.1
GEOLOGY	1,010	0.1
METEOROLOGY	963	0.1
OCEANOGRAPHY	2,972	0.4
PHYSICAL SCIENCES	791	0.1
PHYSICS	3,071	0.4
OTHER, UNSPECIFIED	3,530	0.5
PSYCHOLOGY		
CHILD PSYCHOLOGY	6,507	0.8
EXPERIMENTAL PSYCH	1,539	0.2
GENERAL PSYCHOLOGY	4,656	0.6
SOCIAL PSYCHOLOGY	4,533	0.6
OTHER, UNSPECIFIED	10,511	1.4
SOCIAL SCIENCES		
ANTHROPOLOGY	1,535	0.2
CORRECTION ADMIN	901	0.1
ECONOMICS	1,661	0.2
FIRE SCIENCE	404	0.1
FOREIGN SERVICE	846	0.1
INDUSTRIAL REL	164	0.0
INTERNATIONAL REL	1,701	0.2
POLICE SCIENCE	10,176	1.3
POLITICAL SCIENCE	16,319	2.1
PUBLIC ADMIN	682	0.1
SOCIAL WORK	9,273	1.2
SOCIOLOGY	3,424	0.4
OTHER, UNSPECIFIED	6,008	0.8
THEATER ARTS		
DANCE	1,674	0.2
DRAMA	3,411	0.4
THEATER ARTS	1,790	0.2
OTHER, UNSPECIFIED	2,027	0.3
TRADE AND VOCATIONAL		
AIRLINE HOSTESS	2,458	0.3
AUTO MAINTENANCE	1,371	0.2
AVIATION MAINT	509	0.1
BUILDING CONSTRUC	456	0.1
CARPENTRY	688	0.1
COSMETOLOGY	418	0.1
MORTUARY SERVICE	322	0.0
OTHER, UNSPECIFIED	628	0.1
OTHER	17,467	2.3
UNDECIDED	36,914	4.8

TABLE 11: PLANS TO ASK COLLEGE FOR SPECIAL ASSISTANCE, BY AREAS OF NEED AND ETHNIC GROUP (1975-76 SDQ QUESTIONS 24,31)

	AMER INDIAN	BLACK	MEX-AMER	ORIENTAL	PUERTO RICAN	WHITE	OTHER	NO ETHNIC RESPONSE	TOTAL NUMBER	PCT SDQ RESPS
EDUC/VOC COUNSELING	906	20,943	5,626	7,916	2,071	237,203	5,902	4,037	284,604	35
MATHEMATICAL SKILLS	732	22,493	3,637	3,667	1,584	114,830	3,625	1,670	152,238	19
READING SKILLS	394	11,668	2,426	3,998	1,160	84,973	2,795	1,355	108,769	13
WRITING SKILLS	377	11,206	2,459	4,137	1,028	82,510	2,972	1,423	106,112	13
STUDY SKILLS	731	19,678	3,488	4,004	1,436	133,642	3,649	1,836	168,464	20
PART-TIME WORK	1,248	37,565	6,023	8,036	2,816	285,330	7,211	5,617	353,846	43
PERSONAL COUNSELING	146	3,633	584	923	351	20,438	852	391	27,318	3
TOTAL REQUESTS	4,534	127,186	24,243	32,681	10,446	958,926	27,006	16,329	1,201,351	
NUMBER SEEKING ASSISTANCE	2,367	61,842	11,433	15,328	5,204	533,720	13,624	9,065	652,583	79

TABLE 12: PLANS TO APPLY FOR ADVANCED PLACEMENT OR COURSE CREDIT (1975-76 SDQ QUESTION 18)

884,337 REQUESTS BY 490,030 STUDENTS, WHO REPRESENT 60 PCT OF THE STUDENTS RESPONDING TO THE SDQ

219,312 ENGLISH 197,951 MATHEMATICS 120,906 FOREIGN LANGUAGES 198,474 SCIENCES 147,694 HISTORY

18

TABLE 13: HOUSING PREFERENCES (1975-76 SDQ QUESTION 30)

NUMBER RESPONDING	364,219 MALES	398,888 FEMALES	763,107 TOTAL
	PCT	PCT	PCT
AT HOME	25	27	26
SINGLE-SEX DORM	19	32	26
COED DORM	35	25	30
FRATERNITY OR SORORITY	4	3	3
ON-CAMPUS APARTMENT	10	6	8
OFF-CAMPUS APARTMENT	8	6	7

VI. ACTIVITIES

TABLE 14: PARTICIPATION IN COMMUNITY AND CHURCH GROUPS (1975-76 SDQ QUESTION 19)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NO PARTICIPATION (0)	29	15	17
NOMINAL PARTICIPATION (1)	20	16	18
ACTIVE (2)	29	30	30
VERY ACTIVE (3)	10	12	11
LEADER (4)	22	27	24
MORE THAN NOMINAL PARTIC	60	69	65
PARTICIPATION INDEX (0-4)	1.94	2.20	2.08
NUMBER RESPONDING	377,054	409,585	786,639

TABLE 15: PARTICIPATION IN ATHLETICS (1975-76 SDQ QUESTION 20)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NO PARTICIPATION (0)	11	27	19
INDIVIDUAL, INTRAMURAL (1)	31	43	37
VARSITY, BUT NO LTRS (2)	16	10	13
VARSITY LTR IN 1 SPORT (3)	23	12	17
VAR LTR/2 OR MORE SPTS (4)	20	8	14
VARSITY PARTICIPANTS	58	30	44
VARSITY INDEX (0-4)	2.09	1.30	1.68
NUMBER RESPONDING	378,504	408,332	786,836

TABLE 16: PARTICIPATION IN H. S. CLUBS AND ORGANIZATIONS (1975-76 SDQ QUESTION 21)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NO PARTICIPATION (0)	19	9	14
MEMBER (1)	51	51	51
1-2 MAJOR OFFICES (2)	22	29	26
3-4 MAJOR OFFICES (3)	6	8	7
MORE THAN 4 OFFICES (4)	2	3	2
MAJOR OFFICE HOLDERS	30	40	35
PARTICIPATION INDEX (0-4)	1.20	1.45	1.33
NUMBER RESPONDING	380,546	413,339	793,885

TABLE 17: HIGH SCHOOL HONORS AND AWARDS (1975-76 SDQ QUESTION 22)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NONE	49	44	47
1-2	30	33	32
3-4	12	13	12
5-6	4	5	5
MORE THAN 6	4	5	4
AT LEAST ONE	51	56	53
MEAN NUMBER PER PERSON	1.42	1.57	1.50
NUMBER RESPONDING	377,337	408,415	785,752

19

TABLE 18 EXTRACURRICULAR ACTIVITIES IN HIGH SCHOOL AND PLANS FOR COLLEGE (1975-76 SDQ QUESTIONS 32-33)

NUMBER RESPONDING TO AT LEAST ONE ACTIVITY	372,468 MALES		403,701 FEMALES		776,169 TOTAL	
	ACTIVE IN H.S.	WILL BE ACTIVE	ACTIVE IN H.S.	WILL BE ACTIVE	ACTIVE IN H.S.	WILL BE ACTIVE
	PCT	PCT	PCT	PCT	PCT	PCT
ATHLETICS, INCL INTRAMURAL AND COMMUNITY	81	67	58	45	69	56
ETHNIC ORGANIZATIONS	6	7	8	10	7	9
JOURNALISM, DEBATING, DRAMATICS	26	24	37	34	32	29
MUSIC, INCL BAND, ORCHESTRA, CHORUS	27	19	42	29	34	24
DEPARTMENTAL OR PREPROFESSIONAL CLUBS	12	20	20	24	16	22
RELIGIOUS ORGANIZATIONS	32	21	41	28	37	25
SOCIAL OR COMMUNITY CLUBS	39	40	54	55	47	48
STUDENT GOVERNMENT	23	21	29	26	26	23
AVERAGE EXTRACURRICULAR PARTICIPATION RATE	31	27	36	31	34	29

VII. SKILLS AND ABILITIES

TABLE 19 SELF-REPORTED SKILLS AND ABILITIES (1975-76 SDQ QUESTIONS 34-47)

NUMBER RESPONDING TO AT LEAST ONE AREA	380,760 MALES				410,960 FEMALES				791,720 TOTAL			
	TOP 1%	TOP 10%	ABOVE AVG	AVG OR BETTER	TOP 1%	TOP 10%	ABOVE AVG	AVG OR BETTER	TOP 1%	TOP 10%	ABOVE AVG	AVG OR BETTER
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT
ABILITY TO GET ALONG WITH OTHERS	21	58	87	100	24	59	88	100	23	58	88	100
ACTING	4	14	39	87	4	13	36	89	4	14	38	88
ART	4	14	37	80	4	16	39	82	4	15	38	81
ATHLETICS	12	40	72	97	5	20	48	92	8	29	60	94
CREATIVE WRITING	5	23	56	93	5	23	55	94	5	23	55	93
LEADERSHIP	12	41	73	98	10	35	64	97	11	38	69	98
MATHEMATICS	11	37	65	94	5	22	49	89	8	29	57	91
MECHANICS	7	26	56	91	1	6	22	69	4	15	38	80
MUSIC	6	19	39	73	6	21	48	85	6	20	43	79
ORGANIZING FOR WORK	7	30	67	98	9	32	69	99	8	31	68	98
SALES	6	23	52	92	5	19	46	93	5	20	49	92
SCIENCE	8	32	64	95	3	16	43	90	6	24	53	93
SPOKEN EXPRESSION	7	29	64	97	7	27	61	97	7	28	63	97
WRITTEN EXPRESSION	7	29	64	97	8	30	66	97	8	30	65	97

VIII. FINANCES

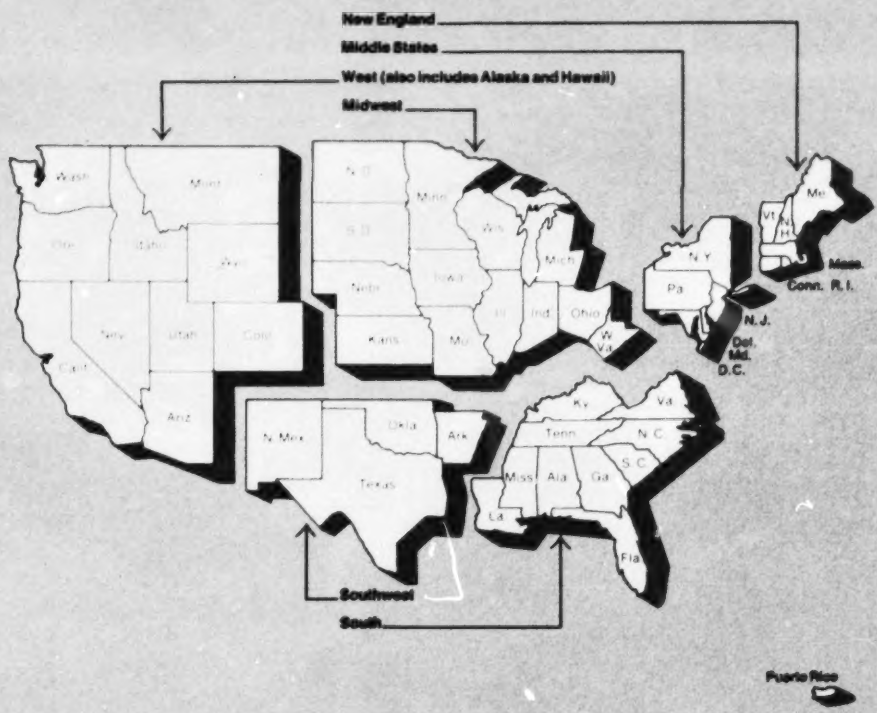
TABLE 20: ANNUAL PARENTAL INCOME BY ETHNIC GROUP (1975-76 SDQ QUESTIONS 24, 28)

INCOME	AMERICAN INDIAN	BLACK	MEXICAN-AMERICAN	ORIENTAL	PUERTO RICAN	WHITE	OTHER	NO ETHNIC RESPONSE	ALL STUDENTS
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT
UNDER $3,000	6.1	11.0	5.1	2.8	6.6	1.1	6.0	2.3	2.2
$ 3,000- 5,999	10.5	20.8	14.4	7.1	18.7	3.1	9.8	5.0	5.1
6,000- 8,999	16.0	22.5	20.1	12.7	22.0	7.1	14.2	9.5	9.1
9,000-11,999	14.7	15.9	19.9	14.6	15.2	12.0	14.0	12.5	12.6
12,000-14,999	14.0	9.8	15.1	13.3	11.0	14.9	13.3	14.5	14.3
15,000-19,999	16.8	9.5	13.5	17.8	11.1	21.3	15.2	19.5	19.9
20,000-29,999	15.2	8.3	9.3	21.9	10.5	25.7	16.6	23.1	23.5
30,000 OR OVER	6.7	2.4	2.5	9.9	4.9	14.9	9.9	13.6	13.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER RESPONDING (INCOME)	2,274	57,042	11,160	14,985	5,042	567,871	13,154	8,292	679,820
NUMBER RESPONDING TO SDQ	2,632	64,755	12,221	17,274	5,756	670,405	15,590	33,863	822,496
MEAN CONTRIBUTION	$1,400	$710	$750	$1,770	$950	$2,360	$1,580	$2,170	$2,150
MEDIAN CONTRIBUTION	$570	$100	$210	$860	$200	$1,380	$650	$1,170	$1,170
MEAN INCOME	$15,100	$10,500	$12,100	$17,900	$12,500	$21,300	$16,600	$20,000	$20,000
MEDIAN INCOME	$12,500	$8,400	$10,500	$14,900	$9,400	$17,500	$13,700	$16,300	$16,400

TABLE 21: ESTIMATED PARENTAL CONTRIBUTION TOWARD APPLICANTS' EDUCATION, BY SAT AVERAGE
(CALCULATED FROM 1975-76 SDQ QUESTIONS 26-28)

	SAT AVERAGE									
PARENTAL CONTRIBUTION	BELOW 350	350-399	400-449	450-499	500-549	550-599	600-649	650 OR OVER	NO SAT	ALL STUDENTS
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT
UNDER $300	42.8	25.4	20.8	17.8	15.5	13.5	11.8	9.9	33.6	22.1
$ 300- 599	11.6	11.8	11.6	10.9	10.2	9.1	8.5	7.2	10.7	10.7
600- 899	8.6	10.4	10.0	9.9	9.3	9.1	8.1	7.0	8.4	9.3
900-1,199	7.6	9.4	9.4	9.2	8.9	8.8	8.1	7.0	7.5	8.7
1,200-1,499	4.8	6.2	6.4	6.6	6.5	6.4	6.0	5.7	5.0	6.1
1,500-1,799	2.8	3.9	4.3	4.5	4.7	4.7	4.8	4.8	3.2	4.2
1,800-2,099	3.0	3.9	4.1	4.2	4.3	4.3	4.4	4.0	3.3	3.9
2,100-2,399	2.5	3.5	3.7	3.9	4.0	4.2	4.3	4.1	2.8	3.6
2,400-2,699	1.4	2.0	2.3	2.4	2.7	2.8	2.8	2.9	1.7	2.3
2,700-2,999	2.3	3.3	3.6	3.8	4.1	4.0	4.0	4.0	3.0	3.5
3,000-3,299	0.2	0.3	0.4	0.5	0.5	0.5	0.6	0.5	0.4	0.4
3,300-3,599	2.1	3.0	3.3	3.7	3.8	4.0	4.0	4.3	2.8	3.4
3,600-3,899	1.6	2.3	2.7	3.0	3.2	3.6	3.9	4.1	2.1	2.8
3,900-4,199	0.8	1.1	1.3	1.3	1.4	1.5	1.6	1.7	1.0	1.3
4,200-4,499	0.8	1.2	1.4	1.6	1.7	1.8	2.0	2.2	1.1	1.5
4,500-4,799	0.6	1.1	1.3	1.5	1.6	1.8	2.1	2.5	1.1	1.4
4,800 OR OVER	7.2	11.1	13.3	15.2	17.6	19.9	23.1	28.0	12.0	14.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER RESPONDING	99,596	88,334	110,393	113,579	97,007	67,809	39,754	25,574	28,791	670,837
NUMBER IN REPORT	177,027	145,122	173,639	171,557	141,862	97,115	56,529	36,978	63,659	063,488
MEAN CONTRIBUTION	$1,290	$1,830	$2,070	$2,250	$2,470	$2,670	$2,910	$3,290	$1,770	$2,150
MEDIAN CONTRIBUTION	$510	$980	$1,140	$1,300	$1,480	$1,700	$1,990	$2,430	$800	$1,170
MEAN INCOME	$14,500	$18,100	$19,600	$20,700	$22,000	$23,100	$24,400	$26,400	$17,400	$20,000
MEDIAN INCOME	$12,000	$15,200	$16,200	$17,200	$18,300	$19,200	$20,200	$21,500	$14,000	$16,400

Areas served by College Board regional offices



Middle States Regional Office • 65 East Elizabeth Avenue • Bethlehem, Pennsylvania 18018 • (215) 691-5606

Midwestern Regional Office • 990 Grove Street • Evanston, Illinois 60201 • (312) 869-1840

New England Regional Office • 470 Totten Pond Road • Waltham, Massachusetts 02154 • (617) 890-9150

Southern Regional Office • Suite 200 • 17 Executive Park Drive, N.E. • Atlanta, Georgia 30329 • (404) 636-9455

Southwestern Regional Office • Suite 119 • 3810 Medical Parkway • Austin, Texas 78756 • (512) 454-7791

Western Regional Office • 800 Welch Road • Palo Alto, California 94304 • (415) 321-6211

• Suite 23 • 2142 South High Street • Denver, Colorado 80210 • (303) 777-4434

In Puerto Rico, inquiries should be directed to:
College Entrance Examination Board • The New Banco Popular Center • Suite 1201 •
Luis Muñoz Rivera Avenue • Hato Rey, Puerto Rico • (809) 765-6875
Mailing address: Box 1275 • Hato Rey, Puerto Rico 00919

1982 • SB-ROR • 20328 • Printed in U.S.A.